Planning – Summative/Formative

What is being assessed?

*In this exam, multiplication, factorization, solving word problems, division is being assessed.*

What is considered proficient?

*60.01% and above is considered proficient. However, I am closely monitoring students who are falling below 80%.*

What criteria were used to determine proficiency?

*I am looking for students to meet proficiency as determined by DataDirector’s default proficiency band which is 60.01% and above.*

*In addition, the rubric for this unit calls for students to correctly “fill in” or answer questions. There are a handful of questions that also call for the student to explain their thinking.*

**Pretest Student Data Number of Students Percentage**

|  |  |  |
| --- | --- | --- |
| Proficient | 1 | 4% |
| Not Proficient | 26 | 96% |

**Post Test Student Data Number of Students Percentage**

|  |  |  |
| --- | --- | --- |
| Proficient | 19 | 71% |
| Not Proficient | 8 | 30% |

What did you learn from the pretest?

*Based on my pretest data, I learned that the standard assessed that was strongest for my students involved generating a number or shape pattern to follow a given rule. Roughly 47% of my students were able to do this.*

*On the other hand, only 2.7% of my students could solve multi-step word problems. This tells me that I will need to formatively assess this concept quite often during the unit so that I can make sure my students are moving towards proficient by the time the unit is done.*

When looking at the post test Classroom Exam Report, what standard assessed was the strongest for your students?

*On the post test, I had two standards tied for the top spot. MA.4.4NBT.5 deals with multiplying four digits by one digit and two digit numbers. Students also had to model and illustrate their thinking with equations, arrays, or area models. MA.4.4.NBT.6 was also a top performer. This standard involves finding whole-number quotients and remainders. Both of these standards were at nearly 85%!*

Why do you believe this was the case?

*After reviewing my pretest data, I noticed something interesting about the questions connected to these standards. Students received either a 0 or a 4. In other words, it was all or nothing. This led me to uncover that my students who did not receive any points on the pretests were missing one step and one step only in this process. I was able to target my instruction to these students and correct the issue quickly.*

What standards on the post test Classroom Exam Report were the most challenging?

*When looking at my data, MA.4.4.OA.3 was my lowest standard assessed. This standard was tough! My students were to solve a multistep word problem. However, these solutions had remainders that needed to be addressed. They also needed to represent these problems using equations with a variable (a pretty abstract concept for 4th graders).*

Why do you believe this was the case?

*I’ve been scratching my head over this one for a while. After going back and looking at the questions that dealt with this standard (there were 9 of them), I have isolated a few issues. I discovered that students were able, in most cases, to solve multistep problems at a basic level. However, more than half of my students had trouble on their questions that involved handling remainders. I realize now that during the unit many of the questions dealt with remainders out of context. Students simply didn’t understand the implications of a remainder in word problem. Finally, the variable killed my kids. This is the first time this concept has come up and I don’t think I gave my students enough time to use manipulatives and visual representations for these problems. Simply relying on students to write a variable, doesn’t make much sense when you haven’t worked with variables in real life.*

Next steps:

*Moving forward, I plan on meeting with my grade level to determine if my challenging areas were also their challenging areas. This will help us figure out if we might have an issue with the curriculum that we need to address as a grade level OR if this issue is just with my class.*

*I am also planning on using the pretest data for my next unit to determine what areas the students already have a solid foundation for. The lessons that are connected to these areas will give me an opportunity to remediate students on multistep word problems, remainders, and variables.*

*I also plan on using this data to help inform my groupings. I will be looking for the data to show me which groups of students will need to meet with me in small groups for remediation.*

Date for next conference \_\_\_\_*November 31st*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What data will you bring?

*I will be bringing my instructional plan from my pretest data for Unit 4 as well as assessment data for students I have remediated.*

What student work will you bring?

*I will bring examples of student work demonstrating proficiency in areas that they have received remediation.*